

NO CHILD LEFT
BEHIND
JANUARY 2002

Title I

- A. Improving Basic Programs
(entitlement)
- B. Improving Reading Skills
(competitive)
 - 1. Reading First
 - 2. Early Reading First
 - 3. Even Start
- C. Migrant (formula)
- D. Neglected, Delinquent,
At Risk (formula)
- E. National Assessment of Title
I (NAEP)*
- F. Comprehensive School
Reform (competitive)

*Title I Schools must participate if they are chosen as part of the sample.

Title II

Teacher Quality

- A. Teacher/Principal Training and Recruiting (entitlement)
- B. Math and Science Partnerships (competitive)
- C. Innovations for Teacher Quality
- D. Enhancing Education Through Technology (entitlement and competitive)

Note: The challenge is to have all of our teachers highly qualified (appropriately certified) by 2005-2006. Provisional and temporary certification count if teacher is working toward professional certification.

Title III

Language Instruction for Limited English Proficient and Immigrant Students

Note: Districts have the discretion to decide when to test students with Limited English Proficiency. They may test anytime from the first through the fifth year that LEP students are in this country, depending on how the students progress in English Proficiency.

Districts must assess English Language Proficiency every year on a separate assessment. DESE will purchase the assessment and pay for training, scoring and reporting.

Title IV

21st Century Schools

A. Safe and Drug-Free Schools
and Communities

B. 21st Century Learning
Communities (new
competitive program)

Title V

Choice and Innovation

- A. Innovative Programs
- B. Charter Schools
- C. Magnet Schools
- D. Fund for the Improvement of Education

Note: This is the old Title VI

Title VI

Flexibility and Accountability

A. Flexibility Measures

B. Rural Education Initiative

Note: No funding in budget for 2003-2004 for Rural Education Initiative (REI)

ADEQUATE YEARLY PROGRESS (AYP)

Defined by the State in a manner that:

1. Applies the same high standards to all public elementary and secondary students.
2. Is statistically valid and reliable.

3. Results in continuous and substantial academic improvements for all students.
4. Measures the progress of public elementary schools, districts, and the State based primarily on academic assessments.
5. Includes separate measurable annual objectives for continuous and substantial improvement for each of the following:

- All students*
- Economically disadvantaged*
- Gender
 - Major racial and ethnic groups:
 - American Indian*
 - Pacific Islander
 - Asian*
 - White*
 - Black*
 - No Response
 - Hispanic*
 - Other

- Individualized Education Plan (IEP) Students*
- Limited English Proficient (LEP) students*
- Migrant students

6. Includes graduation rates for public secondary students and attendance rate for public elementary students.

7. May also include other academic indicators as determined by the State measured separately for each

group described in No. 5, such as:

- decreases in retention rates
- increases in percentage of students completing gifted and talented, advanced placement, and college preparatory courses

*These are the subgroups for which Adequate Yearly Progress will be figured.

Starting Point

- Using 2002 Missouri Assessment Program (MAP) data:
 - the State's lowest-achieving group of students, OR
 - the school at the 20th percentile, based on enrollment, among all schools ranked by the percentage of students at the proficient level.

Time Line

Will ensure that all students in each group will meet or exceed proficient by 2014.

- Statewide annual measurable objectives:
 - Separately for mathematics and communication arts.
 - Same for all buildings and districts.
 - Single minimum percentage of students who are required to meet the proficient level that applies separately to

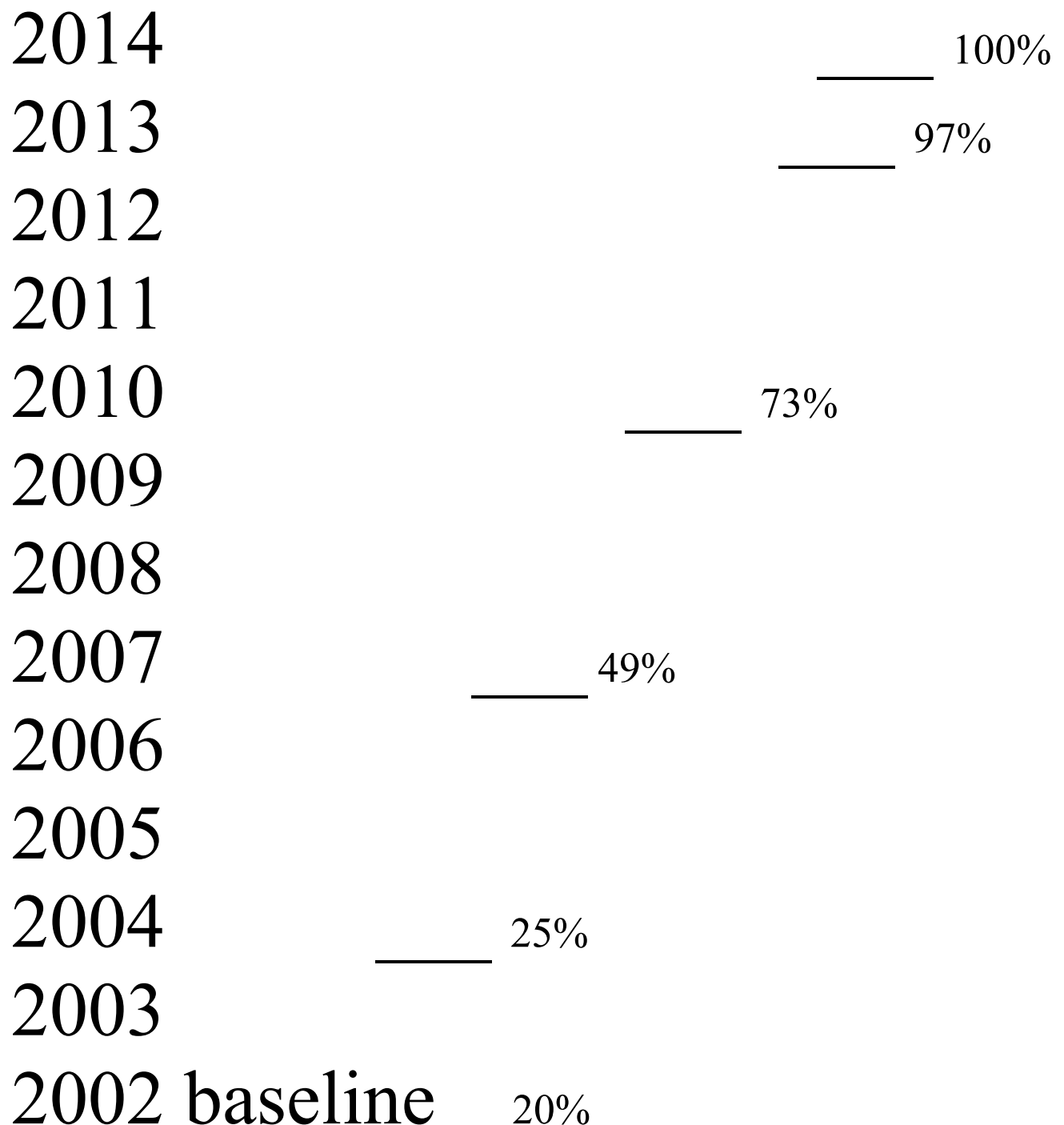
each group of students in
No. 5.

- May be the same for more
than one year.

Intermediate Goals:

- Increase in equal increments over the period covered by the State's time line.
- Provide for the first increase to occur in not more than two years.

- Provide for each following increase to occur in not more than three years.



Disaggregated Data

Each subgroup must meet or exceed the same objectives set by the State, except that the school will be considered to have met AYP if:

- any subgroup that did not meet the annual objective decreased by 10 percent, for that year, the percent below proficient, and
- that group made progress on one or more of the additional academic indicators chosen by the State.